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ABSTRACT

Written to accompany the television course "Communications and Education," this guide consists of 30 units to accompany each of the 30 programs. Subjects covered include: democracy, communications, freedom of speech and of press, privacy and the right to know, censorship and obscenity, propaganda, the comprehensive high school, education, instructional television, and educational television. Each unit consists of suggestions for preparatory thoughts or activities, a brief description of the televised lecture, and a supplementary reading and viewing list. (MF)

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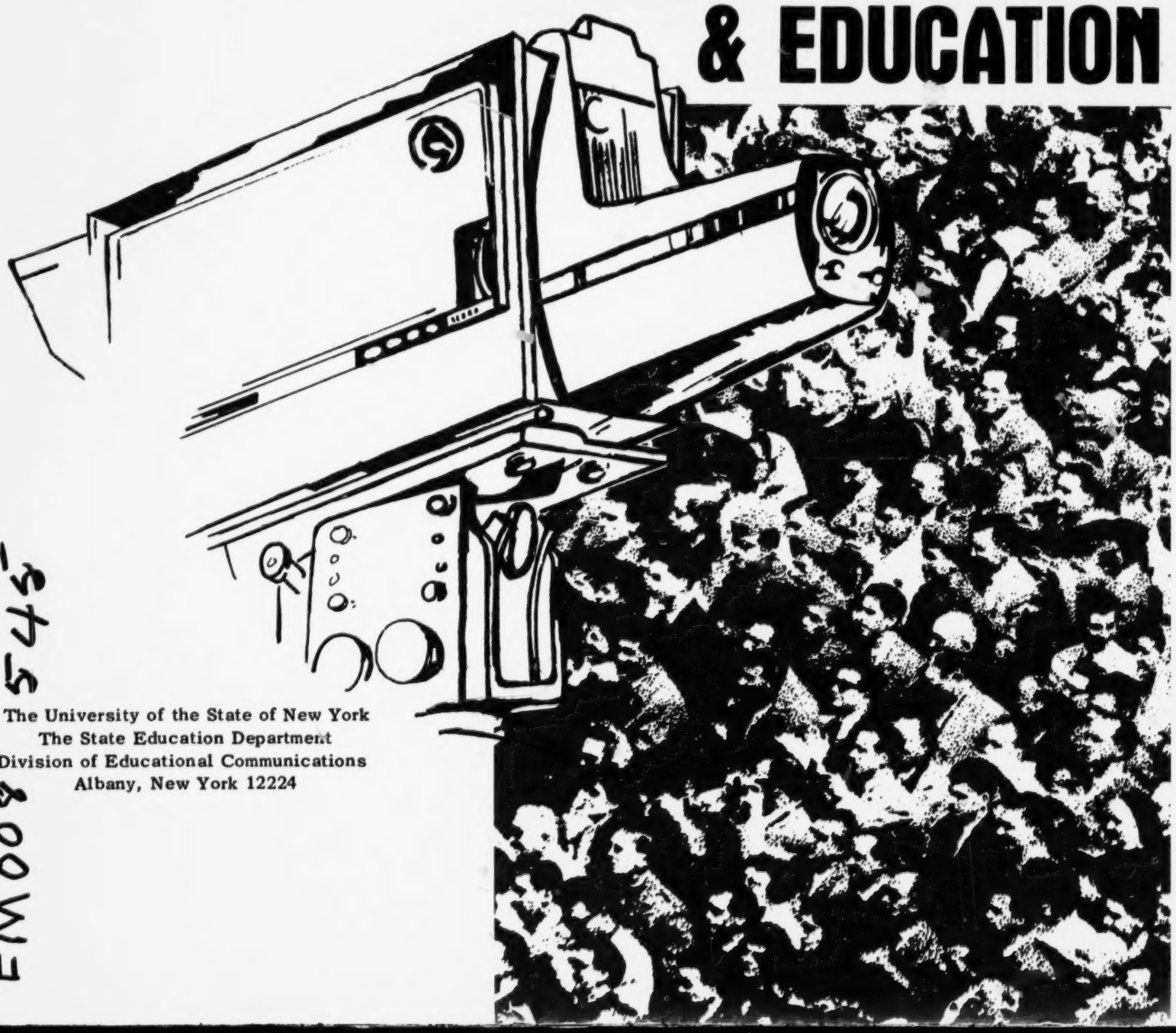
COMMUNICATIONS & EDUCATION



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The University of the State of New York
The State Education Department
Division of Educational Communications
Albany, New York 12224

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COMMUNICATIONS & EDUCATION

By Charles A. Siepmann

A SERIES OF
THIRTY TELEVISION PROGRAMS

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Educational Communications
Albany, New York 12224

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FOREWORD

Academic excellence, achievement of philosophic thought, and inspired new directions in communications technology thought are hallmarks of Charles Siepmann's teaching. The challenge to the individual is to understand these relationships and the way in which they affect us personally and on an institutional level. For the teacher or school administrator, coping with an environment change because of electronic developments is a necessity. Electronic developments have made the world a global village for the individual.

Professor Siepmann has designed a series of presentations that leads the viewer and learner to this understanding. This course by and with Charles Siepmann is a synthesis of his approach to the influence of communications and its relation to education and society. In this series, he takes us on a mind-expanding journey in search of a better understanding of ourselves, of life around us, and of how we may approach the process of education in today's world of increasing complexities.

The State Education Department is pleased to be able to distribute COMMUNICATIONS AND EDUCATION. The course, which won an Ohio State Award for outstanding broadcasting, is primarily produced for college credit. A College Proficiency Examination is available for use as a measuring instrument for undergraduate, teacher certification, or inservice credit. Information concerning this examination may be obtained from the State Education Department. However, individual programs are self-contained units of thought and may be used singly, or the entire series may be used as a complete learning or cultural enrichment experience.

COMMUNICATIONS AND EDUCATION is available at no cost to all educational television stations, closed circuit and 2500 MHz communications systems, and community antenna systems serving the schools of New York State.

The series is also available for duplication onto slant track video tape. Information on this latter availability may also be obtained from the State Education Department.

The guide for COMMUNICATIONS AND EDUCATION was written by Charles A. Siepmann, Professor Emeritus of the New York University School of Education. Special recognition is due Bernard Jenson for his assistance in creating this series. The guide was prepared for printing by William Hetzer, Associate in Educational Television.

Bernarr Cooper
Chief
Bureau of Mass Communications

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RACE AGAINST TIME

FOR PREPARATION

The purpose of this course is to broaden your perspective -- on education, on life and on yourself in the context of the modern world. The first talk is introductory and its emphasis is on the fact of change -- on a scale and at a speed unprecedented in history. By way of preparation make a (written) inventory of the changes that strike you as the most important of those that have occurred in the brief span of your lifetime and that of your parents. Your estimate may be different from mine and the comparison may be instructive -- as revelatory of outlook and awareness in you and me. What I say is offered only as food for your own further reflection. Treat it, use it, always, as such. You have a contribution to make to this course. It will be successful only as your thinking complements and supplements mine.

Having completed your inventory, consider the implications of the changes you have listed as they affect the young. What does it mean to be a child and/or an adolescent today? Consider your answer in particular reference to youth's exposure to radio, film, television and the modern press -- this in anticipation of our studies of the mass media of communication. List (again in writing -- writing helps to order and clarify our thinking) the positive and negative effects of youth's exposure as you see them, and relate these to the responsibilities of parents and teachers.

THE LECTURE

As mentioned, the lecture will introduce me, your guide, and the subject matter of the course. Note its dual purpose: (a) to instruct you on aspects of mass communication relevant to your function as a teacher (not to teach in terms relevant to students' lives is to fail to teach), and (b) to draw on mass communication and education as springboards for exploration of ideas which, while illustrated by them, far transcend them in their incidence and importance.

FOR FURTHER CONSIDERATION

Read "The Future as History"** by Heilbronner: Grove Press, 209 pages. This has nothing, directly, to do with either communications or education. It has a great deal to do with perspective, which is the ultimate objective of this course, perspective on the world and on ourselves.

For supplementary reading, you might care to look at "Cybernation: the Silent Conquest" (48 pp.) by Donald M. Michael, published by Center for the Study of Democratic Institutions, 136 East 67th Street, New York City.

**Books marked with a double asterisk are required reading. Others recommended are to be read at your discretion and according to the degree of your interest.

Also, (on atomic energy) "The Community of Fear" (40 pp.), same publisher. You would do well to subscribe to all their publications. They constitute a course in themselves in fundamental thinking and contemporary self-education.

"Science and Human Values," by J. Bronowski: Harper Torchbooks, is a little gem of thinking and writing, and is only 94 pages.

Also, "The Big Change," by F. L. Allen: Harpers, 1952, if only to note how much has changed since it was published.

DEMOCRACY

FOR PREPARATION

Communication systems and education vary in their aims and functions with the political system within which they operate. For us their social context is that of a democracy. What is democracy? The odd (and rather disturbing) fact is that there's so little agreement between us about it. It's a word that has become sentimentalized and vulgarized to the point of dangerous confusion.

Again, in anticipation of my definition of it, jot down on paper what, for you, are the salient characteristics of a democracy. Try your hand at defining it (a) politically, (b) socially, (c) economically. Does this leave anything vital out of account? If so, what is it?

How well does democracy fare with us? Is it healthy? Jot down, next, what (if any) seem to you serious shortcomings in our practices as related to the principles of democracy you've already listed. Give particular attention (because we shall be concerned with it in some detail later on) to the "health" of public attitudes to freedom of speech.

Plato, in his famous "Republic," reviewed all systems of government known to him and dismissed democracy as absurd. Government, he held, is too complex and crucial to be left, even indirectly, to ignoramuses and fools. How would you answer Plato?

Finally, ask yourself how well we educate the young to a grasp of, and belief in, their democratic heritage. How much does the average high school graduate know and care about it? Has this to do with the way we've taught, e.g., the social studies? Where, in the curriculum, do you believe that teaching about democracy belongs? And, more importantly, how should it be taught?

THE LECTURE

I shall contend (1) that true democracy does not exist, that it's unfinished business, and that disaster looms ahead for those who take it for granted; (2) that it's the most exacting and hazardous of all social political experiments; (3) that universal suffrage has come to us slowly and, as some think, is ill conceived anyhow; (4) that democracy's significance lies less on its political and economic side than in terms of human relations -- in an attitude to the individual which sees him as possessing a uniqueness and dignity all his own. It follows, I shall argue, that the cardinal sin against democratic faith is the exploitation of others -- using them as means to one's own ends.

FOR FUTHER CONSIDERATION

Read "The Public Philosophy"** by Walter Lippmann: Mentor, 138 pp.

This is a controversial book that needs careful reading. Lippmann believes that democracy has gone off the rails and is in dire peril. He argues his case. Hear him out. Then argue with him.

For supplementary reading, I suggest the following:

De Tocqueville's and Max Lerner's books on American democracy. These are lengthy books. Choose, from the index, subjects of special interest to you and compare two books on the same subject written over a century apart!

THE COMMUNICATIONS REVOLUTION

FOR PREPARATION

Again prepare to confront and challenge me with ideas of your own. Let us keep comparing notes "along the road" on these journeys of the mind.

How does communication differ from what it was when your parents were born? Obviously, there's more of it. But more of what? What are the major characteristics of the flow of the mass media? Try and define these. What accounts for these characteristics? What motivates the mass communicator? There's a growing notion that, in these perilous and complicated times, overriding considerations of the "public interest" affect the unfettered discretion of free enterprise, that freedom in communications, dissociated from a full sense of social responsibility, can no longer be tolerated. Is this true, and what control or check on abuse of freedom in the mass media seem to you desirable and feasible?

Ask yourself, further, whether we are freer as the result of the vastly increased flow of communication, or whether the effect is to make us all think alike. What would you say is the influence of mass media on the dissenter, the loose head out, in matters of taste and opinion?

List what you consider the major gains and the major defects that derive from the advent of what I shall be calling Communication's Golden Age.

THE LECTURE

This subject, like all the rest, can only be treated "once over lightly" in a mere half hour. It will be for you not only to modify (in the light of your own judgment) but to amplify what I say. I shall underscore and illustrate (1) the scale of the revolution, (2) its recency, (3) the growth of specialization. I shall speculate about the consequence of mass communication's dominant concern with "an insistent present" as affecting our perspective on life and on ourselves.

FOR FURTHER CONSIDERATION

Read "Mass Communication"** by Eric Barnouw: Rinehart. Pages 101-270. This is a short introduction to the subject.

For supplementary reading, books on different media are suggested. Read those on the medium, or media, that specially interest you.

Films

"Film" by Roger Manvell: Penguin. A good short history of the movies.

"The Face on the Cutting Room Floor" by Shumacher: Morrow. This is a realistic account of how Hollywood movies were made.

Radio and Television

"Responsibility in Mass Communications" by Schramm: Harpers. Dated, but still an objective study of the ongoing problems and issues.

"Only You, Dick Daring," by Miller and Rhodes: Sloane. A highly diverting and semidocumentary case study of commercialism in TV.

The Press

"The Fourth Branch of Government" by Cater: H. M. & Co. A study of the press function as watchdog for the people against the bureaucrats in Washington.

Books of distinction on the press are scarce. As running commentary on current problems, an excellent source is The Nieman Reports, a quarterly published by the Society of Nieman Fellows, 77 Dunster Street, Cambridge, Mass.

BROADCASTING: A 30 YEAR RETROSPECT

FOR PREPARATION

Can you define our system of broadcasting? Do you know how it differs from the system in Britain, or France, or for that matter most other countries in the world? (If you don't, don't worry. I'll be defining it.) What use do you make of it; of radio and/or television? What part does it play in the lives of the children you teach? Have you made a point of inquiring? Do you draw on that experience in their lives in your teaching? What has happened to radio (its content and audience) since television came along? Is television an art, with distinctive powers (compare with radio, again) of registering on the mind? Is it superior to radio? Do you hear much controversy (debates, round tables) on the air? What are the limits of controversy -- do we hear all points of view on all kinds of subjects, or are some people and some subjects barred or absent? Have you ever tuned in to a foreign station? Are we the better or the worse for its existence and, if so, how and why? How would you compile our cultural profit and loss account in this regard?

I bombard you with these questions deliberately -- to challenge and provoke you to thinking a lot harder about a subject that, whether you know it or not, is profoundly affecting you, both as a person and as a teacher every day of your life. Broadcasting, above all media, is everybody's business because, as I shall explain, it's our property. You can't control films or magazines or newspapers. You could control broadcasting -- if! You're not a communications expert, and it's as laymen I speak to you, claiming nevertheless that you should know the answers to the questions of fact I've posed and have an informed opinion about the rest. If you fail on the "questionnaire," get going! You have relevant and important homework to do -- as an informed and responsible citizen and as a teacher -- both.

THE LECTURE

The lecture will describe our system of broadcasting and point up our failure to realize the goals that its creators set for it, suggesting the reasons for the failure. It will also underscore and illustrate a recurrent theme in these talks, namely, our passive, uncritical acceptance of things -- just because they happen -- as though we had no control over events. I shall quote, as moral, Bernard Shaw's "get what you like, or you will be forced to like what you get." Teachers, in particular, take note!

FOR FURTHER CONSIDERATION

Read "Freedom and Responsibility in Broadcasting"** ed. Coons, Northwestern University Press, confining yourself (unless sheer interest carries you further) to the contrasted views expressed on pp. 1-95.

For supplementary reading, I suggest: "Equal Time," by Newton Minow; Atheneum. The former F.C.C. chairman gives his personal views on what's needed in broadcasting.

"Television: A World View," by Dizard: Syracuse University Press, of interest to those concerned with the education of underdeveloped countries.

"The Eighth Art": Holt, Rinehart and Winston. A symposium of views on the manifold aspects of television.

GIVING THE PUBLIC WHAT IT WANTS

FOR PREPARATION

What is the function of the mass media? The honest practitioner will tell you the truth as he sees it. From the point of view of top management it is to make money. In mass communication the way to make a lot of money is to cater to large masses. "Omnibus," as you'll recall, had twelve million loyal viewers, but in broadcasting twelve million aren't considered a sufficient money-making mass.

Now, recall the purpose of broadcasting as conceived and defined by the Communications Act of 1934. Service "in the public interest" doesn't seem to jibe with making money -- at least if the sky's the limit of your desire to do so. If broadcasting in the public interest is what's desired, what is the basic principle of program planning best calculated to achieve this end? Have your answer ready before you tune in.

There are "realists" who claim that our system of broadcasting isn't practicable, that we must give up the fight and let the money makers have their way. After all, they're making money while pleasing tens of millions of people. The majority are satisfied, and isn't service to the great majority democratic? Recall the talk on democracy, and answer that one.

If you want service to minorities, the "realists" say you must provide a "countervailing force." "Public broadcasting" (we used to call it "educational") is the answer. A distinguished commission (the Carnegie Commission) seems to have joined up with the realists -- and the commercial broadcasters -- and have provided a prescription for such a countervailing force. Is it a usable prescription, and if it's used, can we cheerfully let commercial broadcasters pursue their profits and abandon the effort to control them? Again, have a tentative answer ready before you tune in.

THE LECTURE

I shall analyze what "giving the public what it wants" means and doesn't mean. I shall suggest that satisfying everybody's tastes isn't possible. There are too many tastes to satisfy. I shall suggest that the theory that there's too much time to fill to maintain quality and sustain the "public's" interest is both disingenuous and stupid and untrue. I shall propose a formula for programing that comes nearest to the very rough justice that a mass medium can be expected to dish out that's humanly possible.

FOR FURTHER CONSIDERATION

Apply my suggested formula (for what it's worth -- which is for you to judge) to current network services. Consult TV Guide or the New York Times Sunday listing of programs for the coming week. Draw four columns on a sheet of paper and list at their head the four categories of need I have proposed. Work through the week's program schedule for each of the three television networks, starting on Sunday and ending on Saturday, noting down the minutes of time for each successive program and assigning these, in minutes, to the appropriate column. When you are through, tote up the number of minutes in each column and convert these into percentages of the total time of broadcasting in the week. (If you're interested in the comparative performance of the three networks, break down each column into three, listing the service of each network separately.)

This is a crude and imperfect test. You may have to guess, or tune in, to find out the nature of some programs. And the categories, of course, overlap. Assign each to the category that you think it predominantly belongs to. Crude and unscientific as it is, you'll get a better impression than you now have of how programs are distributed as between my suggested categories of need.

There is no required reading for this lecture. I suggest you select one book from the supplementary reading list for Lecture Four and require it of yourself.

FREEDOM OF SPEECH -- FOR WHAT?

FOR PREPARATION

This is so important and puzzling a subject that we shall be exploring it in six successive broadcasts -- and even then we shall have only scratched the surface of the problem. This can be only the opening of new vistas of insight and interest that you can pursue on your own and to your dying day. My hope is to persuade you to such interest.

By way of preparation for this first lecture, try and answer the question, freedom of speech for what? How come (and surely it's no accident) that it's listed first among the rights of citizens in the original ten amendments to the Constitution? What gives free speech importance beyond the mere satisfaction of a whim or preference? What makes it a fundamental right? Write down your answer in ten lines, to compare (as in all these lectures) with my answer.

How deeply do you believe in freedom of speech? What sacrifice would you endure for it? Would you die for it, or at least go to jail rather than forfeit it? I'm inviting you to a private investigation of the beliefs you live by. Have you such, and is belief in free speech one of them?

Next, consider what you know of other people's beliefs and attitudes to the subject. Would you say most people believe in free speech -- absolutely or with qualifications? What qualifications would you recognize as valid, and why? If we qualify the right, does it (or doesn't it) open the door to more and more qualifications as times and circumstances (particularly times of anxiety) dictate? Test your list of qualifications by reference to the fundamental principle on which the right to free speech rests -- as you first put it down.

THE LECTURE

The lecture first offers you some famous quotations about free speech to tally with your own definition of its meaning and importance. It goes on to give you facts and figures (again to compare with your beliefs) about how the general public feels about it. Next, it asks whether, even if free speech must at times be prohibited or curbed, there is a realm in which it is, and must be, inalienable. My answer is yes, and I give my reasons.

FOR FURTHER CONSIDERATION

Read "Essay on Liberty,"** by J. S. Mill: Gateway. This, with Milton's"Areopagitica,"is one of the great classics on the subject. I hope you'll read (and ponder) it all but essentially read pp. 1-68.

For supplementary reading,I suggest:

"Free Speech in the United States," by Chafee: Harvard U. Press. This is a classic, but it's long and exacting.

"The Right of the People," by William O. Douglas: Doubleday. A forthright, highly individual statement of belief by one of the most "liberal" members of the Supreme Court.

FREEDOM OF THE PRESS

FOR PREPARATION

As a layman you probably know little about this subject. Reading (of good books) always helps. But few of the important questions about freedom of the press, a term which now applies (as related to protection under the first amendment) to radio, television, films,as well as to newspapers and magazines, won't respond to a little thinking of your own. I'm assuming that since the last lecture you've formulated your own theory of free speech. By way of establishing a provisional viewpoint before you tune in, put to yourself these questions:

(1) Is freedom of the press synonymous with, or a mere extension of, the principle of an individual's right to free speech?

(2) Or does freedom of the press derive from the public's right to know?

(3) If the latter, what has the public a "right" to know, and why? What for?

(4) Should the press be held accountable for serving to the public what it needs to know? If so, to whom should it be accountable?

(5) Radio and television have usurped the daily newspaper's one-time function of bringing us the news, because they can get it to us faster -- and, indeed, sometimes as the event itself occurs. What, as you see it, is the modified function of the modern newspaper?

(6) What, if anything, is wrong with the news you receive on television? Is it, for you, as it is for most people, not only the fastest but the most reliable source of news?

THE LECTURE

The lecture asks a subversive question! Does the modern newspaper, considering its radically changed content and its ownership by a relative handful of "chains," deserve or warrant the protection accorded to it by the first amendment to the Constitution? And what of our changed needs -- the services we require of it to keep us an informed citizenry? How can we secure the employment of freedom of the press together with assurance that it acts responsibly and in the public interest?

FOR FURTHER CONSIDERATION

Read: "A Free and Responsible Press,"** Chicago University Press. Out of print, but far from out of date is this report on the press by the Luce Commission. Obtainable in any good library.

For supplementary reading, give yourself a rest and read your own thoughts along the lines suggested under "For Preparation" above.

INTERVIEW WITH ALISTAIR COOKE

FOR PREPARATION

This lecture gives you time to catch your breath. Treat it as a review session in which we go over some of the material touched on all too lightly. Ask yourself (and have a tentative answer ready) some of the questions I shall put to our guest. Is the control of the press by a relative handful of "press lords" dangerous? What happens to diversified opinion and the free marketplace of thought? Newspapers are big business and tend to a conservative political outlook.

What, next, is the newspaper's responsibility for public service? Does the press show the leadership it should in eliciting our interest, in broadening our horizons; or does it cater to the lowest common denominator of interest? Are we as parochial and frivolous as might be deduced from the content of some papers?

Another question: With radio and television's advent, should not the content and character of newspapers have changed more? What should they offer as their distinctive contribution to our knowledge?

FOR FURTHER CONSIDERATION

As a substitute for reading, I have a project for you. Secure six copies of newspapers published in different cities (avoid the major metropolitan centers and the very small communities) on any given date, and a copy of the New York Times of the same date. List the news items (other than those on New York City news) on the front page only of the Times, dealing with (a) national, (b) international news. Now study each of your local newspapers (select them to be geographically a sample of the nation) and list the items on the front page of the Times that are covered, at whatever length, on (a) their front page, (b) anywhere in the paper. You'll get from this an impression of how well the local press keeps its readers informed of the news every intelligent citizen should possess.

FREE PRESS AND FAIR TRIAL

FOR PREPARATION

Justice is indivisible. If you want it, all must have it. Our interest in it is mutual -- even when it's the other fellow, and not you, that is involved. The foregoing makes it incumbent on each of us to concern himself with a situation in which (hopefully) we shall never ourselves be involved, a criminal trial. On one side we are parties of interest even in this unlikely situation -- as we read about trials in the newspapers or tune in on radio and TV, for from this interest derives a possible miscarriage of justice. I refer to "trial by headlines," the prejudging or prejudicial effect on a case, before it comes before the courts, by the mass media.

Prepare yourself for this talk by finding tentative answers to the following questions:

(1) Should the past criminal record of an accused person be made public before he is brought to trial?

(2) If your answer is yes, consider the possible consequences to empanelling an unprejudiced jury.

(3) If your answer is no, how do you square it with freedom of the press, as protected by the first amendment?

(4) Should potentially prejudicial publicity be banned either by law or by court order (by contempt of court proceedings)?

(5) Analyze what the public has "a right to know" in terms of pretrial publicity. What "weight" do you attach to it -- as transcendent over, or subordinate to, the rights of an accused to due process of law?

Take a tentative position on these questions and then tune in and weigh the arguments on both sides as I shall put them.

THE LECTURE

I shall summarize arguments on this whole question as presented in three reports that were published in 1967, two (and even these differ) presenting the views of judges and lawyers, one the case of the press. The two views are seemingly irreconcilable. The old question of the public's right to know and the literal application of the first amendment ("Congress shall make no law ...") to the press is raised again. Do changed times and the radical change in the character and influence and true role of the modern press demand modified interpretation of the first amendment?

FOR FURTHER CONSIDERATION

Read: "Free Trial vs. a Free Press"** (36 pp.) published by The Center for the Study of Democratic Institutions, 136 E. 57th Street, New York, New York 10022.

"Justice and the Press,"** Chapter 8, by Lofton: Beacon Press.

For further reading:

"Freedom or Secrecy" (Chapter 2) by Wiggins: Oxford U. Press. This puts the case as the newspaper man sees it.

You may be interested to read (the arguments are conveniently summarized) the three reports discussed in the lecture.

"Free Press & Fair Trial" (a 12 pp. summary of the full text is published by American Newspaper Publishers Association, 750 Third Avenue, New York 10017.

"Freedom of the Press & Fair Trial" (93 pp.) published by Columbia U. Press. This is the middle ground report by the Bar Association of the City of New York.

"Fair Trial and Free Press" (265 pp.) published by the American Bar Association, 1155 E. 60th Street, Chicago, Illinois 60637.

TV ACCESS TO COURTROOMS

FOR PREPARATION

This may seem like small potatoes after some of the vast subject fields we've traversed previously. Therein may lie its advantage. By now you should have clarified your thinking on the conflicts between freedom of the press (as subserving the public's right to know) and other freedoms. Apply the principles you've enunciated for yourself to this further aspect of the conflict between freedom of the press and due process of law.

Again, come to the lecture with a tentative viewpoint. To this end, ask yourself these questions:

(1) Would you (off hand) admit TV cameras and crews to cover court cases? Assume conditions that don't interfere with court proceedings or blatantly distract those present.

(2) Now weigh your answer by considering (a) the advantages (to whom and in what reference?) that would accrue; (b) the disadvantages.

(3) Which outweighs the other? Why? What, in this situation, would you consider the overriding consideration?

(4) What restrictions and safeguards would you impose (if any) as conditions of admission of the TV men?

(5) How, in principle and in practice, does such admission differ from the traditional admission of the press?

THE LECTURE

Again, I shall argue from both sides of the fence, and, in conclusion, disclose my personal point of view.

FOR FURTHER CONSIDERATION

Reread Chapter 2 of Wiggins, "Freedom or Secrecy,"** ann determine how much of what he says bears on this question.

Read the report (1962) of the Special Committee on Proposed Revision of Judicial Canon 35. (This may not be obtainable, but write to American Bar Association, 1155 E. 60th Street, Chicago 37, Illinois.

As supplementary reading (but only if you're specially interested), read an exhaustive study (317 pp.) called "Radio, Television and the Administration of Justice," published by Columbia U. Press.

If you write to C.B.S., they might send you a brief editorial, by Frank Stanton, and a reply by Judge Medina on the subject in 1954. If obtainable, add this to your required reading.

PRIVACY AND THE RIGHT TO KNOW

FOR PREPARATION

Privacy looks as if it might be on the way out, or so some people think. Government (for reasons of security), business (for purposes of efficiency and the "image" of the firm), the press (to satisfy the curious) increasingly intrude on what used to be assumed as the private side of a man's life -- to say nothing of a woman's. And a whole armory of gadgets and devices to get under our private guard make intrusion even by amateur Peeping Toms more feasible. Does it matter? Do you care about your privacy, and if so, why? Is it just a matter of taste and convenience, or does the matter go deeper? Is privacy intimately associated with the nature and dignity of man? Or put it the other way round. What's wrong with the world of Big Brother and his all seeing eye as depicted in Orwell's 1984? If privacy isn't fundamentally important against the rights and interests of those who want to invade it, there's nothing to think or argue about.

But if it is, you have two questions to answer.

(1) What makes it important, and in what specific references?

(2) Who can do what to secure that your proper rights to privacy are not invaded?

These are two very large questions with all kinds of ramifications. Think about them -- and see if you can't get conversation started among your friends about this, as about all the questions raised in this course.

This is the sixth lecture on free speech, and yet again it illuminates how the communications revolution has changed the incidence of the whole question of personal liberty.

THE LECTURE

The lecture will illustrate the ever increasing ways in which, and means by which, privacy is being invaded in our time. The case for doing so is made, as some more questionable practices are exemplified. I end with a confessedly personal expression of belief about it. As always, pass any personal belief or opinion I utter through the censorship of your own mind.

FOR FURTHER CONSIDERATION

Read: "The Naked Society," pp. 3-46 and 299-342, by Packard, published by McKay.

Recommended for further study are:

"Privacy" by Ernst & Schwartz, published by MacMillan. It offers case studies (and a commentary) of famous trials.

"The Privacy Invaders," by Brenton, published by Coward McCann. A journalistic treatment of the subject paralleling Packard's.

"The Right to Privacy," the modern Areopagitica on the subject published in the Harvard Law Review, December 15, 1890,by Brandeis & Warren. (Any Law Library will have it.)

CENSORSHIP AND OBSCENITY

FOR PREPARATION

We have federal and state laws against obscenity. It is a criminal offense. Are these just laws, or should they be totally abolished? Again, we raise a subversive question! The answer depends on two other questions. Are the laws, as written, unjust or undesirable? If so, we can amend them. Or can we? That depends on the other question, and in seeking the answer you can again have fun with your friends. But perhaps you'd better choose them carefully! Maybe you'd do well to start with a conversation with yourself.

What is obscenity? Does it refer to a particular subject area -- e.g., sex? Is the object, as such, obscene? Or is it a state of mind? Or has it to do with intent? Whatever it is, what makes it worthy of being included among our criminal statutes? Criminal law deals with the evil consequences of certain acts against which society needs to be protected. Harm is done. What harm does obscenity do?

Think about these things. Then get back, as they help to clear the ground, to the original question. Write down in, say, five or six lines, what the word obscene means -- to you. If you dare ask a friend, ask him or her (mixing the sexes may prove illuminating) to do the same. Compare notes. Do your definitions agree?

THE LECTURE

I briefly review the history of censorship. It has always been there. We have it still -- both kinds. I distinguish prior and punitive, ex post facto censorship. With us it survives, in federal law, only in reference to sedition and obscenity. I define the present criteria by which a criminally obscene act is judged. I ask what obscenity is and give my own definition. Then I face the question I put to you. Should the laws on obscenity stand or be abolished? My answer is that this depends not on the matter of obscenity, but of just law. I define two criteria by which to determine the justice of any criminal law. If the laws on obscenity meet these two criteria, they should stand. If not, they should be abolished. See if you agree with the criteria and if you can face the consequence of adhering to them -- as related to obscenity.

FOR FURTHER CONSIDERATION

Read: Chafee's "Free Speech in the U.S.," published by Harvard U. press.

Consult the index for references to censorship, and read the passages there cited. This book is a classic.

For further study, I suggest "To Deprave and Corrupt," published by Association Press. This offers a fascinating symposium of different views on the subject of obscenity.

Amusing reading is "Banned Books" by Haight, published by Bowker, which lists books that have been banned, from Homer to Norman Mailer, and the reasons for their condemnation.

PROPAGANDA: ITS MEANING

FOR PREPARATION

What's propaganda got to do with you? You're no fool. You know it when you see it -- and you see through it. But do you? Whether or no, you'll not understand the full force and implications of the communications revolution without knowing a lot more about propaganda than you do. For modern mass media have made of propaganda an omnipresent influence in our lives. Not a day passes but you're subjected to it. It's a force to reckon and to cope with, for the odds are you're being influenced by it right now without necessarily knowing it.

As with obscenity, we might do well to start by defining it. Write down your definition so that, as in previous references, you can compare it with mine. By way of further preparation, list instances of propaganda at work in our society. Don't stop until you've thought of at least ten such instances. Then ask yourself another question. Is all propaganda evil? If so, what makes it so? Start thinking, as exemplified by this subject, about the whole question of whether, and if so,how, we can make the dry bones of education live by drawing on children's experience with the mass media as a convenient, because familiar, frame of reference for the abstract subjects we teach. This whole course is intended to alert you to the endless possibilities of using the mass media in this way. As you become more familiar with mass communication, think how you can use such knowledge to illuminate and vivify the subject you teach -- any subject.

THE LECTURE

In this first lecture,I define what propaganda is, illustrate its omnipresence, show by what criteria you can determine whether it's "good" or "bad," suggest what makes it a subject to reckon with and know about. I then raise a moral question that goes to the heart of the democratic creed and ask whether exploitation of the ignorance, credulity and anxieties of people is compatible with that regard for the integrity of the individual that I claimed (in my talk on democracy) was the essence of democratic faith. I use advertising for purposes of illustration, but only because it provides the most familiar example of the point I'm putting to you.

FOR FURTHER CONSIDERATION

Short books on propaganda are simplistic and therefore misleading. Longer books take you deeper than you probably want to go. Let's compromise on a popular (and partially misleading -- because overalarmist) book, Packard's "The Hidden Persuaders,"** published by McKay. 342 pp., but skipping is permitted.

The subject, of course, embraces the whole field of social psychology. But on propaganda, as such, I suggest for further reading: "Propaganda" by Ellul, published by Alfred Knopf, and "Propaganda Comes of Age," by Choukas, published by Public Affairs Press.

PROPAGANDA: ITS POWER

FOR PREPARATION

Propaganda is a subject of endless interest, not only in its own right as one of the dominant forces operating in society, but as it reveals us to ourselves. On this side it is a layman's textbook on social psychology or "what makes Sammy run." Study advertisements -- in the press, on the subway, on TV -- and begin to ask yourself about the nature of the appeals the advertiser relies on to hook you as a purchaser. How many of them are reasoned and reasonable as bearing on your decision whether to buy or not to buy? What, reason apart, are the inducements to purchase, the appeals to your emotions, fears, hopes, aspirations? Advertising appeals are based on systematic studies of the consumer and thus offer a rare, if rough, opportunity to study our society, not excluding our own selves.

At this point you might, therefore, ask yourself what defenses a man needs to protect himself against the propagandist. This should come home to you as a teacher (if you are one) in that perhaps its absence of certain disciplines (logic, for instance) from schooling that makes people the suckers they are for the wiles and stratagems of the propagandist. What should these disciplines be, and how (the all important question in teaching) can they best be imparted to give them a living and relevant context for the student. Learning unrelated to living isn't learning that's worthwhile.

THE LECTURE

I shall be using you as guinea pigs this time, subjecting you to simple tests designed to bring out the fact (which our vanity makes us reluctant to acknowledge) that few of us see straight and fewer still think straight. It is human suggestibility that makes the propagandist today so formidable a figure -- that and the range and reach that the mass media provide him with. Propaganda, I shall say, is everybody's business because everybody, for better, for worse, is involved.

FOR FURTHER CONSIDERATION

Continue your reading. Social Psychology by Solomon Asch, Prentice-Hall, is an admirable textbook to work through at your leisure. But let me suggest a less academic way of furthering your understanding of "what makes Sammy run."

Buy a copy of Life magazine. Study the first twenty advertisements. First, read the printed text and list, in two columns, the number of logical and relevant appeals to purchase and the number of illogical, irrelevant

appeals. Then, start again. This time give a name to the psychological appeals. For example, sex appeal, the bandwagon appeal ("everybody's doing it, so why don't you?") the appeal to authority (scientific formulae, "doctors say ...," etc., etc.). Make a count of the frequency of each of these appeals, and discover which are the six most frequently used. This will give you, of course, not a scientific, but a useful, impressionistic picture of the appeals to which, as a culture, we are most readily responsive -- that cross section of society, at least, which is represented by Life's twenty-five million readers. You'll get a fair impression, too, of the incidence in advertising of honest and reasonable, as against more questionable, practices in baiting the consumer.

PROPAGANDA: INTERNATIONAL AND DOMESTIC

FOR PREPARATION

Integrity in advertising may, or may not, seem to you socially and culturally important. Many subscribe to the belief that caveat emptor (let the buyer beware) is sound doctrine. Others are haunted by the age-old question,"Am I my brother's keeper?" Where do you stand?

But if honesty and reason are of minor significance in advertising, this can surely not be said of propaganda in politics, for (in a democracy at least) this is a life and death matter. Votes registered on the basis of fear, prejudice and irrelevancies spell the death knell of democracy. The mass media have extended the range and, who knows, the influence of the political propagandist to global dimensions. Is that influence good or bad? How much political propaganda supports the reasoned and the reasonable in us; how much is illogical, inflammatory?

Recall the last presidential election campaign. How were the mass media used? Do you favor political "spot announcements," brief, capsule slogans and interpretations of great issues? What of the political commercial? Do you believe that political candidates (a) can, (b) should be "sold" to the voter as are brand names and commercial products? Do you conceive it possible that we may one day elect a president or governor or senator mainly because he "projects" effectively on TV? Where are we headed politically -- toward reason or unreason? And how do the influence and the practices of the mass media bear on the answers to these questions? Have a tentative answer before you tune in.

THE LECTURE

I shall sketch the picture of propaganda in politics today on the international and the domestic scene. Domestically, I shall review the progressively more extensive use of the mass media (particularly radio and TV) since 1920 and the increasing use of "show biz" techniques. You will be able to watch an excerpt from Richard Nixon's famous Checkers broadcast in 1952. I shall conclude by raising questions I have raised before about the ambivalence of mass communication, the moral question of our relations and attitudes to one another, the propriety and social consequences of treating people as instruments for our own selfish ends rather than as ends in themselves.

FOR FURTHER CONSIDERATION

Continue reading. If interest carries you that far, you might select chapters from a book on the Nixon-Kennedy confrontation on TV, The Great Debates, published by University of Indiana Press. I quote some of the findings in it in my lecture.

PROPAGANDA: SECTION 315

FOR PREPARATION

Do you remember the "great debates" between Nixon and Kennedy in the presidential campaign of 1960? Did they advance the democratic process and raise the general level of public knowledge of public affairs and political sophistication? What were their shortcomings? Would you like to see them repeated as a regular component of presidential campaigns? Be ready with your answers. Consider further the broader question of "fair play" on the air in matters controversial, whether as related to political campaigns or to discussion in general. What, for you, would represent "balanced" controversy? How wide a spectrum of opinion should be represented? Should communists or fascists be heard? Should the broadcaster be left to decide the matter at his discretion? Can he be trusted to be fair? Or should the F.C.C. issue ground rules and enforce them? Again, be ready with tentative answers before you tune in. I'm again raising the old question of free speech and of the free marketplace of thought as affected by the advent of the new mass media of communication. Their practices vitally affect the prospective vitality and health of our democracy and an old question is raised. Quis custodiet custodes? Who shall stand guard over the guardians of the public interest? How, in other words, can we protect our interests against manipulation or abuse by those in the seats of power -- in government and in the mass media?

THE LECTURE

I shall deal with the above questions in reference to Section 315 of the Communications Act which established our system of broadcasting. Section 315 aims at fair play in the representation on the air of political aspirants for office at election times. Well intentioned, it nevertheless doesn't work. I shall discuss what can be done about it.

FOR FURTHER CONSIDERATION

Continue reading The Great Debates, and essentially my chapter in it on Section 315 which I discuss in my lecture.

EFFECTS OF MASS COMMUNICATION

FOR PREPARATION

Now is the time to look back and gather up the threads of a story that is told. This is the end of our studies of communication. What is the conclusion of the whole matter? What, after all, that has happened, is changed?

I suggest you review your notes and make an inventory of the effects of the communications revolution. What have we gained and lost? How have our habits changed? What of our outlook and our interests and values? What new problems face us as the result of the revolution? If you have listened carefully and done your own share of thinking and reading, you should compile a long inventory. How much will be in the profit and loss columns? Perhaps you'll be forced to the conclusion that all change is not necessarily synonymous with progress. Because there has been so little time in which to deal with it, reflect on the international and global aspects of communication as these have affected our relations with other countries and their own development.

THE LECTURE

I shall stress how limited is our certain knowledge of the effects of mass communication, and explain why. I shall review effects that we have touched on in passing and suggest others. But I shall devote most time to subjects of such broad interest as to be of concern to everyone; subjects, too, on which extensive research has been done. I shall report the findings as they disclose the influence of mass media (radio and TV in particular) on women and on youth in the particular context of crime and violence.

FOR FURTHER CONSIDERATION

No required reading. Organize your thoughts on the whole subject of mass communication in our time.

For the scholarly, I suggest reading The Effects of Mass Communication by Klapper: Free Press; 257 pp.

THE AIMS OF EDUCATION

FOR PREPARATION

We come now to the heart of the matter of this course, the subject for which what has been said about the "new world" we live in, about democracy, communications, free speech and propaganda provide only the social and conceptual context -- the subject of education.

Before you tune in to this talk, forget the textbooks and the vast literature that has piled up on the subject, and sit back and THINK. Think back over your own education and ask yourself what it was all about and what you've learned from it. Think of the subjects that you were taught. Were they relevant? What did you learn from them, and was it worthwhile? Think, next, about the way they were taught, the dimension, as related to life, that each was given. List what you think was wrong, and why.

Think, next, about your own school and your own teaching. What are the children's needs? What are the barriers of communication between you and them, and what occasions them? Put your answers down on paper; get your thoughts clear and sharp. What, beyond the imparting of necessary skills (the three r's, etc.), do you aim at in teaching? Is it competence in some prospective job? Is it a system of values? In light of the six lectures on propaganda, would you say that education, in whole or in part, is propaganda? And finally, when you're through answering these questions, think again, and write down, in half a page, what you believe the true aims of education should be, and compare them with the apparent goals set by the school you teach in.

THE LECTURE

This, like all the other lectures, is deliberately provocative. It is designed to set you thinking on your own. It advances the view that education is in a perilous condition. Subject each contention to your independent judgment. Substitute or supplement the list of contentions as you think fit. Are the views expressed unpractical, hopelessly idealistic? What happens to a person, and more particularly, a teacher, who loses his or her ideals? What does being "practical" really mean?

FOR FURTHER CONSIDERATION

Read A. N. Whitehead's Aims of Education:** Mentor Books, Ch. 1, 2, 7.

For supplementary reading, the following books are recommended:

The Process of Education -- by J. S. Bruner. Harvard U. Press. This is a short (92 pp.) book that tries to answer the question, "What shall we teach and to what end?" The author is a psychologist and highly civilized.

Focus on Change -- by Trump & Bayham: Rand McNally & Co., Chicago. This, too, is a short book (147 pp.) that points out the changes in society and the new resources available to teachers and their effects on what we teach and how we teach it. This should prove helpful as preparation for later talks on education.

The Child, The Parent and the State -- by James B. Conant: Harvard U. Press. You will be hearing from Dr. Conant himself later in the course. This is one of half a dozen books he has written on education and puts the aims of education in their practical, social context.

EDUCATION: WHAT IT TAKES TO TEACH

FOR PREPARATION

There is a widespread assumption that anyone can teach. We in the profession (judging by the quality and qualifications of some teachers we admit to the classroom) often act as if we thought so too. What does it take to teach? Can teaching be taught -- as one teaches medicine or law? There is art (style) in the practice of medicine and law, as there is art, in this sense, in living. But basically you train people to become doctors and lawyers. Can you train someone to teach? Is teaching an art or a profession?

The answer depends on your estimate of how much effective teaching depends on the acquisition of knowledge and demonstrable skills, and how much on personality, imagination and intuition. Recall such fine teachers as you, if you were lucky, ever had, and ask yourself what it was in them that made the dry bones of learning live. How much did they owe to the teacher training institution they attended. Taking real mastery of subject matter for granted (a large assumption as it applies to some teachers), what else is needed to teach? Try and make a list of the attributes of a fine teacher, knowledge apart, that you'd regard as essential. What communicative skills, what insights into personality, human relations, what outlook on and experiences of life would you specify? If you run out of such specifications before you've listed twenty of them, I'm going to suggest you don't know much about teaching -- or rather about life giving teaching. Go to it. Compile your list, and I suspect you'll have taught yourself a lot before you tune in. The trouble with a lot of us who teach is that we've never really probed this question of what it takes to teach.

THE LECTURE

I try and answer some of the questions I've put to you above. I specify what essentially I think teaching takes as I define the conditions under which teaching turns out to be death dealing, not life giving. See whether you agree.

FOR FURTHER CONSIDERATION

There was no time to discuss the curriculum. What we teach is only less important than how we teach and with what ends in mind.

Read The Changing School Curriculum, 114 pp., obtainable free of charge from The Fund for the Advancement of Education, 477 Madison Avenue, New York, New York 10022. It has a useful list of further selected reading.

If you're interested in vocational education, write to the Ford Foundation (same address as above) for a short (22 pp.) report on Public Education and Manpower Development by Marvin J. Feldman.

EDUCATION: THE REALITIES AND WHAT TO DO ABOUT THEM

FOR PREPARATION

Everyone, particularly the ignorant layman, knows what's wrong with education and how to put it right. (Study the literature on the subject by nonprofessionals. For some strange reason they don't write equivalent books on law or engineering or even on art.) But such is the confusion about ends and means even among those of us who teach that there's no consensus among us as to where we go from here. Hence, none of us has the right to lay down the law. The best that we can do, until our profession becomes more professional, is to contribute vigorously (and with malice towards none) to that continuing dialogue out of which the resolution of our differences and "the marriage of true minds" may ultimately be achieved. The only defaulter, the one delinquent deserving scorn, is the teacher who fails to stand up and get counted for his views -- or, worse still, has nothing to stand up for.

So go to it and, in preparation for this talk, put down on paper what, as you see it, ails us in education and what needs to be done. Try and list your proposed reforms in order of priority. To tally with my own proposals, list your reforms as related to (1) the financial side of education, (2) its professional side, (3) curriculum content, (4) teaching resources. I shall again be provocative, but as always only to stimulate thought and reaction in you.

THE LECTURE

As already indicated, I shall be offering my personal suggestions for reform. The list will be far from complete, for our troubles, alas, cannot be listed exhaustively in half an hour, to say nothing of the means of their solution.

FOR FURTHER CONSIDERATION

Steep yourself further in the books recommended earlier. As must reading this time, if you haven't read it, select The Process of Education by J. S. Bruner: Harvard; 92 pp.

FOR PREPARATION

In the next three programs you will be hearing other views than mine on education. I have tried to bring witnesses before you with widely divergent backgrounds, different concerns about education and different approaches.

Dr. James B. Conant has probably the most comprehensive knowledge of conditions in American education of any man alive. You should prepare yourself for my interview with him by reading at least one of his many studies and reports. Perhaps because it will be the point of departure for my interview, you might select his latest book (it has the merit of being brief) on The Comprehensive High School.

Dr. Edgar Friedenberg brings to education the approach and diagnostic techniques of the sociologist but he is, above all, a humanist. Read his book on Coming of Age in America, Random House.

Dr. James B. Allen brings you the perspectives of an educational statesman and of high administrative office. Textbooks don't help here. It is the mind and experience of the man that matter, and both, in this instance, command respect -- and, as with all responsible and thoughtful administrators (and we need more of them), understanding and sympathy. Listen and learn.

FOR FURTHER CONSIDERATION

Continue reading from required and suggested books.

THE CASE FOR ITV (1)

FOR PREPARATION

Television is seen by some as, not the cure (there is none), but "a very present help" in the troubles that, as we've seen, we face in education and that will plague us for at least a quarter century to come. Many view it as a menace -- a threat to the independence and even the employment of teachers and as bringing thought control, or at least a centralized stranglehold on the infinitely varied approaches to teaching that our local organization of the schools ensures.

Whether you have yourself witnessed the use of television in the (school) classroom or not, attempt an evaluation of when, where, how and why its introduction might warrant consideration. Review your course notes, and itemize the major defects and deficiencies of education in our time -- where, for a variety of reasons, we're now falling down on the job. (Don't worry about the causes or who's to blame. Get clear and specific as to the facts. Get them all down.) Now you have a yardstick. As bearing on these shortcomings in education, ask yourself what, at least theoretically, are the distinctive properties of TV as a medium of communication. What, uniquely, can it do? Next, match these potential resources of the medium with the various needs of education and ask yourself where TV could be usefully introduced -- to do precisely what, when, how. Then, tune in and listen to the voice of experience.

THE LECTURE

I describe what television has to offer us, the new birthright which its advent accords to every child in school. I cite the views of those who oppose its use, and review the history of its development in American schools. I quote research studies which suggest ways and means in which it can be profitably used toward the general improvement of standards in teaching.

FOR FURTHER CONSIDERATION

Read: Learning by Television by Murphy & Gross, 95 pp., obtainable from the Fund for the Advancement of Education (without cost), 477 Madison Avenue, New York, New York 10022.

The most revealing report on the effects of ITV is the Closed Circuit Television Report, obtainable from the Board of Education, Hagerstown, Md.

A textbook with how-to-do-it advice is "Teach with TV by Costello & Gordon. Hastings House.

THE CASE FOR ITV (2)

FOR PREPARATION

Against the backdrop of your written or mental notes on points suggested for your consideration before the last lecture, reconsider your position in the light of what you've now heard. Less than half the case for ITV has been made (the rest follows this time), but has it affected your judgment? What do you think now about the objections to ITV's use?

Is the "one way communication" theory valid? And while on this subject, take a fresh look, ITV apart, at the theory that two way communication is always essential to learning. Do all subjects require it, and does every lesson on a subject require it? Are there situations where independent study in the library or laboratory or just plain thinking may be appropriate follow up to a lesson? Consider the view (and its practical applications) that all education, from kindergarten on, should seek, on a graduated scale, the progressive release of students from dependence on their teachers and the progressively enhanced capacity to pursue knowledge and exercise reflection on their own.

And what about the fear of displacement of teachers? Measure this against the extrapolated estimate of our need for teachers against the increasing student bulge. And what of ITV's homogenizing effects? These are possible -- if we allow it. What safeguards can be designed to prevent it?

THE LECTURE

I shall argue that the disciplines as well as the resources of TV can contribute to a fuller realization of what I call the bone structure of a good lesson -- order, clarity and pace. I shall illustrate the plastic resources of the medium by identifying five different ways in which it's used. I'll end by listing what seem to me defects in current uses of ITV,and I'll suggest the desirable remedies.

FOR FURTHER CONSIDERATION

Extend your knowledge and the range of your interest on the subject of TV's educational role by reading the report of the Carnegie Commission, Public Television, published by Bantam Books, 254 pp. Read essentially Chapters 1 and 2. It's concerned with adult education, a subject which, properly seen, is very much within your purview, especially if you are a teacher. For the ultimate roadblock to educational achievement by the young is, perhaps, less the deficiencies (grave as they are) of teaching

in the schools, than their premature graduation to the immaturity of their elders. We who teach inherit the default of parents in contributing to their children's education. It is an added and unnecessary burden on shoulders already rounded by a backbreaking job. Does Public Television offer hope for remedying this trouble?

ITV: ITS ORGANIZATION

FOR PREPARATION

Put yourself in the unenviable position of a superintendent of schools. Suppose I've convinced you that ITV has a place in your school system. What would be the proper strategy to secure its adoption with the best prospects of its effective use? Who needs persuasion? How would you go about persuading whoever "who" is? What preliminary preparations would be necessary, and whom would it involve? How would you determine where ITV best fits into the ongoing activities in your schools? The answers are not simple. I suggest that the fundamental consideration in your strategy would be to secure the willing cooperation and interest of everyone involved. With this one hint, articulate your strategy and its step by step development. Then tune in.

THE LECTURE

You will have the privilege of meeting one of the outstanding strategists in ITV's development, Dr. William Brish, Superintendent of Schools in Hagerstown, Md., where one of the most successful experiments in the use of closed circuit television in the country has led to its permanent use and the improvement of standards of teaching.

FOR FURTHER CONSIDERATION

Read a book, though dated, which gives the best comprehensive picture of ITV's variant uses here and abroad, Television Teaching Today by Cassirer. Published by U.N.E.S.C.O.

If interested in ITV in underdeveloped countries, write to U.N.E.S.C.O. for source material.

TV IN HIGHER EDUCATION

FOR PREPARATION

I have advanced the theory that television offers us two gifts in education -- a new and vivid language of communication, the grammar and syntax of which we're still only in the process of learning and using, and the means of making excellence universally available. While on the subject of education, I suggested that our ultimate, ideal goal is to make a tutor of every teacher, freeing him from lecturing in overcrowded classrooms and reading and criticizing hundreds of papers. Can television's second gift help us here? Can it likewise bring college education (or at least the instructional part of it) to people homebound or too poor to go to college?

Again, can it equalize opportunity for a good college education by bringing master teachers, via the ether, to institutions with relatively poorer faculties? I shall be answering these questions, but answer them first for yourself. Recall your college years and list the deficiencies in education as it was imparted to you. Then, apply my golden rule -- that you never use television other than where it's calculated to fill a vacuum of need. What are the vacua of need in higher education that you think television could fill?

THE LECTURE

I shall give examples of where empirical evidence suggests that use of television has both improved the quality of instruction and vastly extended the services and influence of colleges and universities. The examples, because of limitations of time, will be far from exhaustive. I shall conclude with suggestions for reforms in higher education in which television, as only one of the electronic resources at our disposal, might play a decisive role in virtually eliminating the ever growing problem of a shortage of qualified faculty members and, beyond this, achieve the goal of turning every teacher into a tutor and/or the presiding genius in a seminar.

FOR FURTHER CONSIDERATION

There is no literature to which I can refer you that is not either dated or inadequate, which is perhaps as well, for not only will you be growing weary by now, but we're on a subject which essentially lays claim to your creative imagination and active concern. Weigh what I say and, where you approve, consider how you could contribute to furtherance of the goals that I propose. Recall the Greek "idiot." The creaking wagon of education won't move down the road of progress without your putting <u>your</u> shoulder to the wheel.

ELECTRONIC RESOURCES

FOR PREPARATION

Relax, and prepare yourself for a journey on a magic carpet into the educational world of the future. Fasten your seat belt and prepare for flight and, for this purpose, keep your fancy free. Wrench yourself loose, as I have tried to help you do throughout this course, from habitual ways of thinking and the old and outworn shibboleths and dogmas with which education is cluttered. We've reviewed two worlds, that of modern electronic communication and that of modern education. The course has failed if it has not persuaded you that these two worlds are intimately related and that we need urgently to achieve "the marriage of true minds" between them. Tune in, and you may glimpse more opportunities for doing just that than I've had opportunity to outline.

THE LECTURE

I shall interview Dr. Ira Singer from West Hartford, Connecticut, where applications of closed circuit television are being experimented with that give it new dimensions of significance. Within the strait limits of our time, I get him to touch on a few other electronic possibilities that move us, if we have the imagination and the drive, toward the university of the future that will realize in more than words the goal of "higher" education.

FOR FURTHER CONSIDERATION

Visualize the future that could be, if we came abreast of the resources that science and imagination put at our disposal. On this there is, obviously, no literature. Mildly recommended, in that at least it addresses itself to the subject, is Revolution in Teaching, a symposium published by Bantam Books: 310 pp.

ETV AND LIFELONG EDUCATION

FOR PREPARATION

Only formal education ends. Thereafter, we cope with life and learn from the experience. But if these talks have proved anything, they have, I hope, demonstrated the pressing need for further education to equip ourselves to cope with life. We run, as I have said, a race against time. What are the most urgent areas of our need, as a nation, for further education with which to cope better with this changing world? For the last time, let us compare notes. List what, to you, seem the main areas of knowledge and awareness in which we Americans are most deficient as related to the modern world. Compare your views with mine.

THE LECTURE

I shall discuss the role of educational television (or Public Television as we are now told to call it) in the above reference.

FOR FURTHER CONSIDERATION

Read Public Television,** published by Bantam Books, $1.00, and appraise the validity of its proposals as related to subsequent action by the Congress.

CONCLUSION

There is, of course, no conclusion. These have been journeys of the mind toward the destination of a better understanding of ourselves, of the world and times we live in, and of our professional world of education. The quest goes on. All that concludes now is our association. Today you drop your pilot, and in this last talk he invites you to look back to the receding horizon as he urges you to set course for the horizon you see ahead but will never reach. And the "conclusion of the whole matter"? Not the answer to that question given in Ecclesiastes, that "of writing many books there is no end, and much study is a weariness to the flesh," but rather that teaching is forever learning and that this is at once the charge upon those of us who teach, as is the privilege and the reward of the noblest profession in this world. This is goodbye and God speed and a reminder of what Cervantes says -- "the road is always better than the inn."

Biography of Charles A. Siepmann

Charles Arthur Siepmann was born in Bristol, England, in 1899. During World War I, he won the Military Cross as a British artilleryman in Italy. Upon his graduation from Oxford in 1924, he became an education officer and then house master of one of the Borstal reform schools for delinquent boys. In 1927, he joined the Adult Education Department of the BBC, where he organized radio discussion groups and directed and developed its educational services. He became Director of Talks (public service and school broadcasting) in 1932. Four years later he was appointed BBC Director of Program Planning.

In 1937, Siepmann came to the United States under the auspices of the Rockefeller Foundation to study educational broadcasting. In 1939, he served on the British Government committee which determined radio's role in wartime. From December 1939 to March 1942 he was university lecturer at Harvard University, acting as advisor to the President on radio developments and conducting research on the social and educational significance of radio in the United States.

During World War II, Siepmann wrote Radio in Wartime and served as policy consultant in the Radio Division of the Office of Facts and Figures; later he moved from deputy to assistant director of the Office of War Information. In July 1945, he served as special consultant to the FCC, where he wrote the "Blue Book." By this time he was an American citizen. In 1945-1946, he was special consultant to the director of information, UNRRA, and was completing his book, Radio's Second Chance.

Siepmann assumed the position of Chairman, Department of Communications in Education, and Professor of Education at New York University in June 1946. He was appointed Professor Emeritus in 1967. In 1948, he wrote The Radio Listener's Bill of Rights. He authored Radio, Television and Society in 1950. Television and Education in the United States was written for UNESCO in 1952. Siepmann was elected chairman of the board of directors of the New York Civil Liberties Union in 1954. He became a consultant for the Fund for the Advancement of Education in 1956. His book, TV and Our School Crisis, published in 1958, received the Frank Stanton Award for Meritorious Research on the Media of Mass Communication. He is special Television Consultant to the Ford Foundation.

Professor Siepmann has written numerous articles about broadcasting and its relation to education, as well as its effect on our society. In addition, he has authored several reports and studies of educational television in the United States, West Germany, and Canada. He has appeared on numerous radio and television programs discussing his theories of educational broadcasting.

His complete biography and his contributions to education and broadcasting may be read in the following articles:

Meyer, Richard J., "Charles A. Siepmann," NAEB Journal, May-June 1963, pp. 64-68.

_____, "Educational Broadcasting and Charles A. Siepmann," Internationale Zeitschrift Fur Erziehungswissenschaft (UNESCO), Vol. X/1964/No. 2, pp. 211-220.

_____, "Charles A. Siepmann and Educational Broadcasting," AV Communication Review, Winter 1964, pp. 413-430.